DOCUMENT RESUME

ED 210 483 CE 030 749

TITLE Developing and Validating Task-Oriented Materials for Adult Basic Education. Final Report.
INSTITUTION Purdue Univ., Lafayette, Ind. Dept. of Education.
SPONS AGENCY Department of Education, Washington, D.C.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education.
PUB DATE 30 Jun 81
GRANT FY-81-8085P
NOTE 31p.; For related documents see CE 030 750 and ED 167 817.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adult Basic Education; *Career Education; *Competency Based Education; Demonstration Programs; *English (Second Language); Instructional Materials; Job Search Methods; *Material Development; Pretests Posttests; *Program Effectiveness; Questionnaires; Reading Skills; State Curriculum Guides; Student Attitudes; Surveys; Teacher Attitudes; Validity; Vocabulary Skills
IDENTIFIERS Indiana; *Vocational English as a Second Language

ABSTRACT

A project was undertaken to develop and validate English-as-a-second-language (ESL) materials for use with the occupational knowledge section of the Indiana adult basic education (ABE) curriculum guide, "Learning for Everyday Living." Developed during the project were 10 units designed to develop the ESL skills necessary to understand procedures and information necessary for seeking, interviewing for, and obtaining employment. Seven of the units were then pilot tested using a pretest-posttest instrument that assessed students' job search skills by testing their comprehension of job descriptions, synonyms, advertisement meaning, and vocabulary. To obtain additional information on program and curriculum effectiveness, researchers interviewed the teachers who used the materials. An item-by-item comparison of student responses on the pretests and posttests revealed significant gains in each of the areas tested. While the teachers were generally pleased with the length and types of units and with their relevance to students' potential vocational needs, some suggested expansion and development of materials in specific vocational areas and for other levels of functioning. Others requested development of additional activity formats, including "restate in your own words"-type exercises. (The curriculum guide and project-developed instructional materials are available separately--see note.) (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED210483

Final Report of

"Developing and Validating Task-Oriented Materials for Adult Basic Education"

Indiana Department of Public Instruction
Grant Number FY-81-8085P

A special demonstration project, funded by a grant from the Indiana Department of Public Instruction, Division of Adult and Community Education under Section 310 of the Adult Education Act, P.L. 91-230 as amended.

Grantee: Purdue University
Department of Education
West Lafayette, IN 47907

Project Director: Alan Garfinkel
Termination: 30 June 1981

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L. Zeiler

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

CE030749

NOTICE

The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

ABSTRACT

"Developing and Validating Task-Oriented Materials for Adult Basic Education" is a materials writing project funded for the purpose of developing English as a Second Language materials to suit the objectives and procedures specified in the State of Indiana ABE curriculum guide, Learning for Everyday Living. This guide, known to be valid because of the empirical nature of its sources, is an important contribution to ABE in Indiana. Still, before funding of this project, it lacked materials for use in carrying out its recommendations in English as a Second Language classes. The current project has developed materials to be used with the occupational knowledge section of the state guide in ESL classes and will be especially helpful in carrying out the goals of those classes. Dissemination of the materials, entitled Apply Now: Lessons in Pre-Vocational ESL has been somewhat restricted by funding limits, but it is hoped that the materials will, one day, be commercially distributed.

TABLE OF CONTENTS

Abstract 3

Introduction 4

Design of Project 7

Results 9

Conclusions and Recommendations 20

Appendices 21

INTRODUCTION

"Developing and Validating Task-Oriented Materials for Adult Basic Education" is a writing project designed to develop and test English as a Second Language materials for use with the occupational knowledge section of the State ABE Curriculum Guide, Learning for Everyday Living. This guide is an important contribution to Adult Basic Education in Indiana because it is based on empirical data collected in the well known Adult Performance Level studies. A guide based on empirical data is necessarily more valid than one based on experience in teaching alone because it deals with needs that have been directly assessed.

Like all guides, Learning for Everyday Living includes objectives and procedures and lacks instructional materials. Because the best teaching situation uses materials that fit stated objectives, it is important to have materials that fit the objectives in the state guide if that guide is to be used for its intended purposes.

The state plan for Adult Basic Education and the requests for proposals associated with it, therefore, made the first provisions for materials to fit the curriculum guide by identifying the occupational knowledge area as the one most in need of attention.

At that point, the director of this project proposed that materials to fit the occupational knowledge section of Learning for Everyday Living be written. The proposed objectives were:

1. Produce ten units of task-oriented instructional materials for building ESL skills with topics set forth in the ten units on occupational knowledge set forth in the Indiana Department of Public Instruction ABE curriculum guide, Learning for Everyday Living.

2. Report on the process of implementation of the units.
3. Evaluate the units by asking cooperating ABE directors to use a quasi-experimental design and a set of pre-instruction and post-instruction informal designed to measure student achievement.
4. Revise units in accordance with information gathered.
5. Disseminate, in so far as possible, all products to ERIC, Teacher Centers, Reading Academies, Right-to-Read Programs, CETA and other programs and agencies.

Ten units were specified because the state guide occupational knowledge section is sub-divided into ten areas of knowledge which range from job category identification to retirement systems. The materials are task-oriented in that they propose a task that employs some structural knowledge. The emphasis is on the task (i.e., function) rather on the structural knowledge (i.e., form) and the materials, therefore, are in accord with modern trends toward the functional-notional syllabus and English for Special Purposes.

DESIGN OF PROJECT

The greatest portion of time and effort on the project was devoted to research and writing. Special care was taken to assure realism in the language taught. Thus, interviews with employers and employment facilitators told us that the language used in these materials is the language to be dealt with in the world of work. Many agencies (see acknowledgment section of the product) helped lend realism to the materials by giving time to interviews and by providing printed and visual materials to be used in the writing.

Quarterly reports on the on-going writing were made. Changes in materials to include more listening and speaking work were made in accordance with suggestions from staff members of the Indiana Department of Public Instruction Division of Adult and Community Education and by colleagues who read chapters at the TESOL International Convention in Detroit, Michigan. The writers also had special assistance from a project staff member who is a trained linguist (see Appendix B for his report).

With the assistance of the external evaluator, seven of ten units of the materials were sent to four Indiana ABE sites for pilot testing. The results section of this report details the outcome of that testing. As a result of the testing, an optional unit was added to the front section of the product. Since teachers agreed that the materials were of fourth grade level, the authors added some basic material which were intended to make the materials useful for students not ready to function at the vocabulary level of the materials. Structure of the materials is not complex. The realism of the vocabulary requires that it be at the level it has reached. Therefore, the optional unit can be used and re-used to teach basic vocabulary and structure before going on to use the materials written for the curriculum guide.

Dissemination was limited because of the cost involved. Still, 275 copies of the final product were delivered to the Indiana Department of Public Instruction for use at ABE sites. The remaining 25 copies have been distributed to colleagues and libraries. Two publishing companies have expressed tentative interest in taking over the materials for final dissemination.

RESULTS

Evaluation of the project was carried out by an external evaluator. The results section of this report consists of the final report submitted to the project director by the external agency.

ANALYSIS OF
THE DEVELOPMENT AND VALIDATION
of
TASK ORIENTED MATERIALS FOR
ADULT BASIC EDUCATION
A Section 310 Special Projects Grant of
The Indiana Department
of
Public Instruction
by
Alan Garfinkel

Evaluation Report
by
INSTITUTE FOR EVALUATION IN
EDUCATIONAL SYSTEMS
PURDUE UNIVERSITY
Donald L. Robson, Director
and
Sally Ingleman Downham
July, 1981

I. PURPOSE

This study was undertaken persuant to a request in conjunction with the Pre-vocational ESL Materials Project to assess the appropriateness of the training materials in the area of career/vocational development. A pre-test post-test design was employed, with item analysis and analysis of variance, to compare mean gain scores of project participants. In addition, teacher interviews were conducted relative to appropriateness and quality of the materials. This report summarizes the structure and results of that assessment.

II. PROCEDURE

The instrument utilized for evaluation of the materials, found in Appendix A, was designed to assess both the content and format of the information presented in the booklet "Task-Oriented Materials for Adult Basic Education." Each section addressed the various occupations presented, including job descriptions and vocabulary necessary for understanding various jobs. One section dealt with the individual's ability to read want-ads and job descriptions and another area included items that assessed the participant's abilities to understand procedures and information necessary for seeking, interviewing for, and obtaining employment. The four section areas are:

A. Job Descriptions - which addressed the skills required for a particular vocation, as well as the duties performed.

B. Synonyms - which addressed understanding of skills, activities, procedures and information pertaining to employment processes and job acquisition.

C. Advertisement Meaning - which presented actual want-ad samples, emphasizing abbreviations commonly used in advertising.

D. Vocabulary - which primarily focused on idioms and verbage of the English language that pervade the area of vocational/career training, requirements, and employment.

The major objective of this evaluation design was to assess the amount of growth among participants relative to acquisition of vocational-related concepts and vocabulary which result from project activities and training. The evaluation steps of the design are:

1. To develop an assessment instrument which will measure pre-treatment levels of understanding and skill relative to vocationally related concepts and vocabulary among project participants.
2. To administer a pre-test measure to project participants.
3. To measure skill and knowledge acquisition of post-project participants using the same instrument or a separate form of that instrument.
4. To compare pre-test and post-test measures in order to obtain growth or change scores among project participants.

The format used in the test instrument was similar in nature and presentation to the lessons and exercises found in the curriculum booklet. Matching was the type of test exercise used in the Job Description section, while the other three sections were primarily comprised of multiple-choice items. The ability to read a statement of approximately 150 words, and then answer questions on word or phrase meanings by use of synonyms, made up the second section. Understanding abbreviations was assessed in the third section.

The final and largest section, vocabulary, covered language and terminology included throughout the materials and lessons.

The participants were encouraged to complete both the pre and post-tests by informing them that their performance on the exams had no relationship to their grade or evaluation in the course, and their participation remained anonymous.

The scores on both tests were recorded, coded and analyzed by comparing mean score differences on all sections of the instrument. These data were then statistically analyzed by use of computerized analysis of variance, to determine if significant differences did exist between pre and post-test scores, and by cross tabulation to assess information participants had prior to the course and the information acquired as a result of exposure to the materials. This was accomplished by an item by item analysis within each section of the test. The results of these analyses appear in section III.

Teacher interviews were also conducted to obtain information on program and curriculum effectiveness. These interviews were designed to provide feedback on student response, adaptability of materials, and the extent to which the materials met the vocational/career needs of the students. Suggestions for future use and adaptations were solicited and the format for these interviews can be found in Appendix B.

III. RESULTS

A. Test Data

The analysis of each item on the tests, including the information students had upon entering the course and the percentages of improvement can be found in Tables 1-4.

JOB DESCRIPTION

Item	Pre-Test		Post-Test	
	% correct	% incor.	% correct	% incor.
1. waiter	100.0	0.0	100.0	0.0
2. mechanic	100.0	0.0	100.0	0.0
3. babysitter	100.0	0.0	100.0	0.0
4. desk clerk	40.0	60.0	80.0	20.0
5. nurse	100.0	0.0	100.0	0.0
6. carpenter	100.0	0.0	100.0	0.0
7. electrician	100.0	0.0	100.0	0.0
8. teacher	93.3	6.7	100.0	0.0
9. lawyer	86.7	13.3	100.0	0.0
10. computer operator	33.3	66.7	86.7	13.3
11. stenographer	26.7	73.3	80.0	20.0
Totals	80.0	20.0	95.15	4.85

Table 1.

As indicated above, this exercise yielded a high degree of success with 6 of the 11 items receiving perfect scores on both exams. It was assumed by the researchers that students endeavoring to acquire vocational skill information would be familiar with terms such as: waiter, baby sitter, nurse, etc. These were included, however, to provide a success experience at the beginning of the test, and as the data indicate, the level of difficulty increased with the later items, 4, 8, 9, 10 and 11. Consistent gain in knowledge acquisition is indicated for each.

SYNONYMS

Items	Pre-Test % correct	Pre-Test % incor.	Post-Test % correct	Post-Test % incor.
1. qualify	60.0	40.0	73.3	26.6
2. goal	33.3	66.7	73.3	26.7
3. enrolled	86.7	13.3	100.0	0.0
4. allowance	20.0	80.0	53.3	46.7
5. referred	53.3	46.7	80.0	20.0
6. above all	26.7	73.3	93.3	6.7
Totals	46.7	53.3	78.9	21.1

Table 2.

The items in Table 2, above, all show significant gains with two exceptions, item 1, qualify, and item 4, allowance. While each of these two shows gains in the percentage scores from pre-test to post-test, item 1 shows the least gain, from 60% correct to 73% correct. Item 4, allowance, indicates that only half of the students understood the meaning of this term. If, however, the alternative foils are examined, there is another choice, "money paid," that could be considered correct. If "money paid" was calculated as correct, the figures would then read: pre-test - 60% correct, 40% incorrect and post-test - 86.7% correct, 13.3% incorrect.

ADVERTISEMENT MEANINGS

Items	Pre-Test % correct	Pre-Test % incor.	Post-Test % correct	Post-Test % incor.
1. Exper. Nec.	60.0	40.0	93.3	6.7
2. Ref. Req.	80.0	20.0	100.0	0.0
3. Apply M-F for appt.	40.0	60.0	93.3	6.7
4. Lt. work	80.0	20.0	93.3	6.7
5. M/F Mech.	80.0	30.0	86.7	13.3
Totals	68.0	32.0	93.3	6.7

Table 3.

The items analyzed in this section also show significant gains in understanding, and this area was reported by those involved in the course to be of primary interest. Want-ads are usually written in small print and contain many abbreviations, making understanding difficult for those learning the language. For example the items containing M-F and M/F were easily confused.

In the Vocabulary Section, outlined in Table 4, two items showed only moderate gain in understanding, item 4, aptitude, and item 15, equal opportunity employer. All other vocabulary words showed significant gains in understanding, with items such as 9, referral, and 13, prior, showing highly significant improvement. The percentages of correct pre and post-test scores for all vocabulary items are outlined in the following table:

VOCABULARY

Items	Pre-Test % correct	Pre-Test % incor.	Post-Test % correct	Post-Test % incor.
1. odd jobs	93.3	6.7	100.0	0.0
2. clerical	73.3	26.7	80.0	20.0
3. procedures	53.3	46.7	100.0	0.0
4. aptitude	13.3	86.7	53.3	46.7
5. openings	46.7	53.3	93.3	6.7
6. wages	93.3	6.7	100.0	0.0
7. look over	33.3	66.7	73.3	26.7
8. notify	33.3	66.7	80.0	20.0
9. referral	53.3	46.7	93.3	6.7
10. potential	33.3	66.7	73.3	26.7
11. schedule	93.3	6.7	100.0	0.0
12. retire	93.3	6.7	100.0	0.0
13. prior	33.3	66.7	100.0	0.0
14. shifts	60.0	40.0	80.0	20.0
15. equal opportunity employer	33.3	66.7	66.7	33.3
Totals	55.9	44.1	86.2	13.8

Table 4.

A one-way analysis of variance of the aforementioned data indicated a significant difference between pre and post test scores, in each of the four sections of the exam. For Section 1, Job Description, out of a possible correct score of 11, the mean score on the pre-test was 8.80 and the mean score on the post-test 10.47; the difference between these was shown to be significant (p. 01), which is highly significant at the .01 alpha level. Section 2, Synonyms, yielded a pre-test mean score of 2.80 and a post-test mean of 4.73, out of a possible 6.0 correct score; this was also shown to be highly significant at the .01 alpha level. Section 3, Advertisement Meanings, showed a mean score of 3.4 on the pre-test and 4.67 on the post-test, out of a possible 5.0

which is also highly significant at the .01 alpha level. Section 4, Vocabulary, yielded a mean pre-test score of 8.80 and mean post-test score of 12.93, which is significant at the .05 level. These results indicate that significant gains were made between pre-test and post-test administration.

B. Teacher Interviews

The format for the teacher interviews is found in Appendix B and can be summarized as follows:

The teachers using the materials in general reported successful outcomes during the duration of the course. This is substantiated by the data analysis reported above. They indicated that this curriculum would not be appropriate for students with limited or minimal functioning literacy levels, and when asked to define this level, most agreed that approximate fourth grade reading level skills must be achieved. In addition, it is necessary for the students to have some understanding of the career/vocational area. The length of units, types of exercises and illustrations were considered to be excellent. One teacher reported that the balance between the amount of typed words and illustrations on a page in contrast to the amount of space left blank enhanced the readibility of the materials.

The illustrations were appreciated by both teachers and participants for their "multicultural" appearance, showing various minority representatives in different vocational roles. Because the format of the exercises was consistent throughout the materials, i.e. "circle" or "underline the correct answer", the teachers felt they could make accurate assessment of knowledge acquisition rather than test-taking abilities.

All instructors indicated the desire to use the materials in the future, and requests were made by some for purchasing the booklets for imme-

diate use. When asked if the materials were relevant to student's potential vocational needs, there was general agreement that they were, and some teachers suggested expansion and development of materials in specific vocational areas and for other levels of functioning.

Suggestions for future use and development included:

1. additional reading comprehension sections,
2. some fill-in-the-blank type of exercises, and
3. some "restate in your own words," or "use this new term in a sentence" approach.

IV. CONCLUSIONS

While there is no criterion reference for how much knowledge the students may have gained using alternative approaches and materials, there were significant gains made by the participants in all areas, and the general response to this curriculum was positive. It can be assumed, therefore, that further endeavors of this type and by these authors is encouraged by both those involved in this program and by this external evaluation agency.

The results of this study indicate that there were gains made by the students on information presented in these materials. The extent to which those gains are attributed to the materials alone rather than other factors, such as teacher expertise or student's level of functioning, was not within the scope of this evaluation. The fact that the teachers praised the materials, did, however, indicate their value. Further more careful studies of a broader scope may be helpful in isolating the specific contribution of these materials, as opposed to other factors.

CONCLUSIONS AND RECOMMENDATIONS

Reactions of ABE teachers and the report of the external evaluator lend us to conclude that progress toward a unified curriculum guide with appropriate associated materials is being made. We make the following recommendations:

1. Release copyright to Apply Now, the product of the project, to a commercial publisher in order to effect dissemination.
2. Provide for in-service education to ABE teachers of ESL to emphasize the link between the materials and the state guide.
3. Continue the writing of ESL materials on other units of instruction in Learning for Everyday Living. The director of the current project has made contacts in the medical field for assistance in the development of a unit on health.

APPENDIX A

VOCATIONAL/CAREER SURVEY

Please help us by answering some questions that will tell us what our book teaches. You are not required to fill out this form. You need not write your name on it.

Here is a list of occuptions. Match the jobs in column I with the correct definition in column II.

I	II
_____ 1. waiter	A. helps doctors at hospitals and clinics
_____ 2. mechanic	B. works in analysis of data
_____ 3. baby sitter	C. constructs and remodels buildings
_____ 4. desk clerk	D. serves tables in restaurants
_____ 5. nurse	E. repairs and maintains machinery
_____ 6. carpenter	F. takes care of lights, wire plugs and outlets
_____ 7. electrician	G. fills out forms and files documents and correspondence
_____ 8. teacher	H. adivses people on legal matters
_____ 9. lawyer	I. takes care of young children
_____ 10. computer operator	J. instructs classes in schools
_____ 11. stenographer	K. writes information in shorthand

You qualify for CETA if you are poor or out of work. Depending on your situation. CETA can offer you one or more of the following services, with the goal of moving you toward a permanent job.

Services designed just for you.

your own plan

It takes about thirty minutes to fill out an application form. When you are enrolled, CETA staff will spend about two weeks with you, helping you determine what you want to do and what you'll be good at. Then, together with the staff you'll draw up a job plan with some of the services that follow.

schooling

Your plan may include attendance at vocational or other training schools, to learn anything from building maintenance to mechanics, to health occupations and clerical and office skills. CETA covers costs of training and pays an allowance based on the number of hours of schooling.

experience

When you have a clear job goal in mind, you will be encouraged to get experience under actual working conditions. CETA has a variety of tools to accomplish this:

Work experience, where you would work for a short period of time in a public or a private non-profit agency, and CETA pays the employer for training costs.

On-the-job training, where you would work for a private employer and CETA pays the employer for training costs.

Public service employment, where you would be referred to temporary jobs in schools, government or other service agencies and your wages would be paid by the agency with CETA funds.

jobs

Above all, CETA staff want to help you find a job in private business. Sometimes this means first helping you to build education, skills, or a work record. Even then, our goal is always to move you into a job as soon as you are ready.

THE FIRST STEP is to drop by or call us. We'll work with you from there.

expenses

CETA can pay for expenses that can get in the way of job training. Included could be payment for health and medical care, child care, and transportation. These services help improve your chances for success. We will refer you to other agencies for services you might need.

CAREER SERVICES

ADMINISTERED BY
TIPPECANOE COUNTY
DEPARTMENT OF
CAREER DEVELOPMENT
COUNTY OFFICE BUILDING
LAFAYETTE, INDIANA 47901 317-423-9201

Choose the best synonym for these words from the CETA ad.

1. you qualify (line 1)
   A. you have the tools
   B. you have the skills
   C. you have the characteristics
   D. you have the aptitude

2. goal (line 4)
   A. result
   B. purpose
   C. ability
   D. activity

3. enrolled (line 8)
   A. registered
   B. discarded
   C. passed over
   D. omitted

4. allowance (line 19)
   A. money paid
   B. money lost
   C. money owed
   D. money given

5. referred (line 28)
   A. attributed
   B. mentioned
   C. sent
   D. established

6. above all (line 30)
   A. most urgently
   B. most importantly
   C. most evidently
   D. most usually

Abbreviations are commonly used in want-ads. Look at these examples of want-ads and answer the questions about the meanings of the abbreviations that are underlined.

1. Pt. Time M/F desk clerk for legal dept. Exper. nec. typ req. Trans. available. Gd. Sal. 463-7071.

2. Need exp'd tractor drive. Perm. wknds. Apply M-F for appt. Ref. Requ. 743-5332.

3. Woman exper. hswk. Lt. work. Good hrly $$. Ask for Ms. Baruni. Apple Bldg. Apt. 6.

4. M/F mech. Exper in trk maint. Must be accurate and rel. Perm job. $12000 yrly.

1. Exper. nec. (ad #1)
   - A. Expert needed
   - B. Experience necessary
   - C. Exponent newspaper
   - D. Experience not required

2. Ref. Requ. (ad #2)
   - A. Refuse to quit
   - B. Refer to records
   - C. Refer regularly
   - D. References required

3. Apply M-F for appt. (ad #2)
   - A. Males and females may apply
   - B. Males apply before females
   - C. Apply for appointments from Monday through Friday
   - D. Apply for appointment on Monday or Friday

4. Lt. work (ad #3)
   - A. Light work
   - B. Last work
   - C. Late work
   - D. Long work

5. M/F mech. (ad #4)
   - A. Monday to Friday meetings
   - B. Machine work on Monday and Friday
   - C. Male or female mechanics
   - D. Male or female maintenance

VOCABULARY - select the best synonym for these words.

1. odd jobs
   A. specific types of jobs
   B. all kinds of jobs
   C. office work
   D. housework

2. clerical
   A. personnel who work in factories
   B. personnel who work in laboratories
   C. personnel who work in churches
   D. personnel who work in offices

3. procedures
   A. a set of coordinated actions
   B. a set of automatic tools
   C. a group of trained workers
   D. a group of semi-skilled workers

4. aptitude
   A. occupational background and experience
   B. good disposition to do a job
   C. natural talent or skill
   D. positive attitude to people

5. openings
   A. jobs
   B. want-ads
   C. lists
   D. doors and windows

6. wages
   A. payment for medical services
   B. payment for work by the hour
   C. payment for consulting services
   D. payment for services outside regular hours

7. look over
   A. write
   B. look in
   C. inspect
   D. record

8. notify
   A. advance
   B. notice
   C. inform
   D. apply

9. referral
   A. action of directing a person to another person or organization
   B. action of receiving a person into the organization
   C. action of supervising a football, basketball, or baseball game
   D. action of using a dictionary, encyclopedia or other reference book

10. potential

A. what you ought to do
B. what you must do
C. what you might do
D. what you can do

11. schedule

A. a list of objects
B. a list of times
C. a list of positions
D. a list of addresses

12. retire

A. leave the job when you finished it
B. leave the job because of promotion
C. leave the job because of age
D. leave the job because of race

13. prior

A. actual
B. previous
C. present
D. future

14. shifts

A. office hours
B. working period
C. hours when the organization is not open
C. hours when the workers relax

15. Equal Opportunity Employer

A. Employer who gives importance to race, sex and social class
B. Employer who gives importance to friends and connections
C. Employer who does not give importance to sex, race, and social class
D. Employer who gives importance to nationality

EVALUATION

APPENDIX B

Teacher Interview Form

1. How did your students react in general to the materials?

2. How would you evaluate the units? Their length? Are they comprehensive?

3. How would you rate the illustrations? Number adequate?

4. How was the level of language difficulty for your students?

5. Were the exercises adequate? Format? Number? Any inadequate or redundant?

6. Are the materials relevant to student's potential vocational needs?

7. What other comment or suggestion can you give us?

Appendix C
Report of Linguist,
Professor Peter C. Bjarkman

PURDUE UNIVERSITY DEPARTMENT OF ENGLISH

Peter C. Bjarkman
Director, English for Foreign
Students Program
Department of English
426 Heavilon Hall

June 12, 1981

To Whom It May Concern:

Over the past nine months I have served as a technical consultant for the DPI Grant Project (viz. DPI Grant FY-81-8085-P) of Professor Alan Garfinkel entitled "Task-Oriented Materials for Adult Basic Education: Preparing ESL Materials for Use with Learning for Everyday Learning". As special ESL consultant on this project, it was my responsibility to review the textbook materials in progress, offer advice on the ESL instructional component, make recommendations from the standpoint of ESL methodology and adult second language acquisition, and confer periodically with the Graduate Assistant assigned to this project, Guillermo LaTorre, about the pedogogical content of the text materials.

In my judgment the project has produced a promising set of instructional materials for building English as a second language conversational skills. It does so through topics and units featuring the occupational knowledge already set forth for native speakers in Learning for Everyday Living, earlier designed for ABE use throughout the State of Indiana. These materials have been structured to familiarize non-native speakers with job-related reading skills (those pertaining to want ads, the Yellow Pages, interview and application forms, brochures, etc.), interview skills (to better prepare them for job interview situations), job-related vocabulary (the general vocabulary of want ads, employment records, application forms, etc.), and general job-related speaking fluency. If used properly in conjunction with actual skill-related "real-world" practice and job-simulating role play activities in the classroom, these materials should provide a promising instructional aid.

There are areas of incompleteness and needs for revisions in facets of these instructional materials, and as with all such instructional aids, some of these shortcomings will not become apparent until the materials are more extensively field-tested in actual instructional programs. The dialogues of individual units will not of themselves assure conversational skills, no matter how extensively

Heavilon Hall
West Lafayette, Indiana 47907

they are utilized in the classroom setting. But this is a general criticism of all printed dialogues as aids to developing conversational skills: although an attempt is made in these materials to capture actual conversational English, no such printed dialogue truly mirrors actual conversation. A detailed teacher's guide to the uses of these materials (one which emphasizes precisely what such materials can not accomplish, as well as those things for which they can be used) would seem essential to the full utilization of such materials in the Adult Basic Education classroom. This is especially true since most ABE instructors using such instructional aids will most likely not have extensive ESL teaching experience or training.

In summary, I strongly endorse the value of the project carried out by Professor Garfinkel and Mr. LaTorre. Such materials, when printed and distributed in final form and provided with additional instructional guides for the classroom teacher, should be a tool for greatly improving the English competence (especially job-related competency) of non-native speaking adults in ABE programs throughout the state of Indiana and elsewhere.

Respectfully,

Peter C. Bjarkman, Ph.D.
Vice-President, Indiana Teachers
of English to Speakers of Other
Languages/INTESOL

APPENDIX D

PUBLICITY

A report on the project was released by the Purdue Office of Public Information. Interviews by staff members of WBAA, The Lafayette Journal and Courier, and The Purdue Exponent resulted. Copies of the reports that were printed and recordings of the radio interview are available on request.